Indiana Department of Education

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Indiana WIDA Standards 2020 Edition - Rollout Outline
Updated - July 2022

This outline is intended to serve as a roadmap for Indiana schools as they incorporate the 2020 Edition of the WIDA Standards within daily instruction. It is adaptable for a broad range of audiences who serve multilingual learners and engage with the standards. However, it is not meant to be prescriptive for each district, school, or individual educator. Each school's rollout must be tailored to meet the needs of their respective students, teachers, and their instructional context. The outline is a **living document** which will be updated as with new resources and other enhancements annually.

The Indiana WIDA Standards Rollout Outline consists of four levels of learning and implementation. Note that both Levels I and II are separated into two different strands (A and B) to better organize the content of those levels.

Level I: *Building a Foundation*	Level II: *Initial Implementation*	Level III: *Expanding Implementation*	Level IV: *Refining Practice*

Within the levels of the rollout, the following components are included:

- **Guiding Questions**: Frame the big picture of that particular level or strand, and should be revisited throughout.

- **Core Topics**: The main components of the WIDA Standards framework (or otherwise) that are covered at that level.

- **Big Idea Focus**: Tells which of the four central ideas of the standards is highlighted at that level. Each is given individual focus throughout Levels I through III, and are all four interwoven throughout Level IV.

- **Objectives**: Specific targets for that phase of the rollout. These can be used as guideposts for professional learning and to assess the depth of implementation throughout each level.

- **Helpful Resources & Citations**: Available resources and WIDA Standards book citations that support meeting the objectives at that level or strand.

IDOE's WIDA Standards Rollout Timeline

The table below details how IDOE will introduce the phases of its rollout over the course of a three-year cycle:

YEAR 1 2021-2022 ✓	SEMESTER 1	SEMESTER 2
	Level I: Building a Foundation →	
		Level II: Initial Implementation

YEAR 2 2022-2023	SEMESTER 1	SEMESTER 2
	← Level I: Building a Foundation →	
	← Level II: Initial Implementation →	
	← Level III: Expanding Implementation →	
		Level IV: Refining Practice

YEAR 3 2023-2024	SEMESTER 1	SEMESTER 2
	← Level I: Building a Foundation →	
	← Level II: Initial Implementation →	
	← Level III: Expanding Implementation →	
	← Level IV: Refining Practice →	

COMPONENTS	STRAND A	STRAND B
Level I: Building a Foundation		
Guiding Questions	What does it mean to teach a multilingual learner (ML)?	What do the WIDA Standards look like in action?
Core Topics	- Can Do Philosophy - Guiding Principles - Four Big Ideas - WIDA Standards Statements	Grade Level Cluster Standards Sets
Big Idea Focus	**Equity** of Opportunity of Access	**Collaboration** among Stakeholders
Objectives	- Consider the underlying themes of WIDA's framework, and reflect on how they are enacted in local contexts. - Explain the five WIDA Standards statements and how they reflect the marriage of content and language.	- Become familiarized with the components of the WIDA Standards framework and how they work in conjunction for content-driven language instruction. - Define structures and action steps for consistent collaboration surrounding multilingual learners and how the WIDA Standards framework can be implemented in local context.
Helpful Resources & Citations	**Resource Links**: 2020 WIDA English Language Development Standards Framework 2020 Edition Introduction Video WIDA Can Do Philosophy Illustrated Guiding Principles Big Ideas FAQ ********** **WIDA Standards Book Citations**:	**Resource Links**: WIDA Standards Grade Level Cluster Sets Putting it All Together: Next Steps for Using the WIDA Standards Webinar WIDA Collaboration Focus Bulletin What Can Collaboration Look Like? Comic Self-Paced eLearning: The WIDA ELD Standards Framework: A Collaborative Approach Proficiency Level Descriptors (PLDs) FAQ Key Language Uses (KLUs) FAQ

	● Introduction (pg. 9-14) ● Section 1: Big Ideas (pg. 17-20)	Language Expectations FAQ ★★★★★★★★★★ **WIDA Standards Book Citations**: ● Section 2: Understanding the WIDA Standards Framework (pg. 23-36) ● Appendix C: A Compilation of Language Expectations (pg. 288) ● Appendix E: A High Level Comparison of WIDA Standards Editions from 2004-2020 (pg. 351) ● "Collaborative Planning for Content and Language Integration" (pg. 235-250)

Level II: Initial Implementation		
COMPONENTS	**STRAND A**	**STRAND B**
Guiding Questions	How can I scaffold for MLs based on their English proficiency level?	How can I be intentional about language use in content-area instruction?
Core Topics	● Proficiency Level Descriptors (PLDs) ● WIDA assessment data (i.e. ACCESS Individual Score Reports)	● Key Language Uses (KLUs)
Big Idea Focus	**Functional Approach** to Language Development	**Functional Approach** to Language Development
Objectives	● Articulate how language is developed across the word-sentence-discourse levels throughout the WIDA English proficiency levels. ● Utilize student WIDA assessment data in conjunction with PLDs to determine appropriate instructional supports aimed at student language growth.	● Analyze grade-level content area curriculum, units, and lessons to identify how Key Language Uses (KLUs) are represented in instruction. ● Choose intentional language approaches to frame content instruction that allow students opportunities to develop both interpretive and expressive communication across varying uses.
Helpful Resources & Citations	**Resource Links**: Proficiency Level Descriptors (PLDs) FAQ WIDA ACCESS Interpretive Guide for Score Reports ********** **WIDA Standards Book Citations**: ● Appendix D: A Compilation of K-12 PLDs (pg. 329) ● Similarities among 2012 K-12 Performance Definition and 2020 PLDs (pg. 330)	**Resource Links**: Introduction to the Key Language Uses Webinar Key Language Uses (KLUs) FAQ Self-Paced eLearning: Making Language Visible: Exploring the Key Language Uses ********** **WIDA Standards Book Citations**: ● KLU Introduction (pg. 26) ● "Key Language Uses - A Closer Look" (pg. 217-233) ● K-12 KLU Compilation (pg. 288)

Level III: Expanding Implementation	
Guiding Question	How can I integrate purposeful language instruction into my content area planning and teaching?
Core Topics	- Language Expectations - Language Functions and Features - Indiana Content Area Standards
Big Idea	**Integration** of Language and Content
Objectives	- Draw connections between Indiana academic content standards and WIDA Standard Language Expectations. - Utilize Language Expectations, and their Functions and Features, to design and deliver tailored, language-rich content area instruction.
Helpful Resources & Citations	**Resource Links**: WIDA Standards - Digital Explorer Language Expectations FAQ Indiana Academic Standards Indiana Standards in Essential Need of Support (SENS) ********** Language Expectations, Features, and Functions Defined (pg. 28-29) A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations (pg. 288) Relationship between Language Expectations, Language Functions, and Language Features (pg. 365)

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Level IV: Refining Practice: Coming early 2023